ABSTRACT

SOCIAL WORK

DAILEY, SARAH SNYDER B.S. UNIVERSITY OF SOUTH CAROLINA, 1991

AN EXPLORATORY STUDY TO EXAMINE THE SOCIAL WORK SUPERVISOR-SUPERVISEE RELATIONSHIP IN PRACTICE SETTINGS AS AN EXAMPLE OF PROFESSIONAL MENTORING

Advisor: Dr. Gale Horton

Thesis dated May, 1998

This study's intent was to examine the potential for the existence of a mentorship function being served by field supervisors for graduate level students in social work. Surveys designed to test for mentorship utilizing Kathy Kram's career and psychosocial functions of mentorship were administered to thirty-one students to obtain data that would measure their perceptions of the relationship with their field instructors. Additionally, statistical analyses were obtained about subsamples within the respondent student group to determine if there were any differences in perceived existence of the mentor relationship based on variables of race, sex and generational age.

Findings indicate that mentorship of this sample of students did not exist for any of the variables measured. There were no statistically significant measures obtained for mentorship throughout this study. Limitations with the sampling method were outlined with indications that further replication of this and other studies like it will be needed to develop any definitive concepts regarding this type of educational support in the field of social work.

ABSTRACT

SOCIAL WORK

DAILEY, SARAH SNYDER B.S. UNIVERSITY OF SOUTH CAROLINA, 1991

AN EXPLORATORY STUDY TO EXAMINE THE SOCIAL WORK SUPERVISOR-SUPERVISEE RELATIONSHIP IN PRACTICE SETTINGS AS AN EXAMPLE OF PROFESSIONAL MENTORING

Advisor: Dr. Gale Horton

Thesis dated May, 1998

This study's intent was to examine the potential for the existence of a mentorship function being served by field supervisors for graduate level students in social work. Surveys designed to test for mentorship utilizing Kathy Kram's career and psychosocial functions of mentorship were administered to thirty-one students to obtain data that would measure their perceptions of the relationship with their field instructors. Additionally, statistical analyses were obtained about subsamples within the respondent student group to determine if there were any differences in perceived existence of the mentor relationship based on variables of race, sex and generational age.

Findings indicate that mentorship of this sample of students did not exist for any of the variables measured. There were no statistically significant measures obtained for mentorship throughout this study. Limitations with the sampling method were outlined with indications that further replication of this and other studies like it will be needed to develop any definitive concepts regarding this type of educational support in the field of social work.

AN EXPLORATORY STUDY TO EXAMINE THE SOCIAL WORK SUPERVISOR-SUPERVISEE RELATIONSHIP IN PRACTICE SETTINGS AS AN EXAMPLE OF PROFESSIONAL MENTORING

A THESIS

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERISTY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF SOCIAL WORK

BY

SARAH SNYDER DAILEY

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA

MAY 1998

R= V T= 46

CONTENTS

Page

Appendices

FIGURES

TABLES

Table Page

FIGURES

FIGURE Page

TABLES

TABLE Page

CHAPTER ONE

INTRODUCTION

Socialization methods for professionals which can include informal and formal mentoring processes has been a topic for much research and discussion over the past thirty years. For the social work profession, however, there has been an inadequate focus on studies that would enable the profession to determine which of these socialization methods would be of most benefit. There have been, however, studies of socialization processes, including mentoring, which indicate generalized findings that can be widely utilized. It will be the purpose of this research to determine if the social work supervisor function serves dually as a mentoring function in practice settings for master's level graduate students.

To begin our discussion regarding mentoring and the social work profession it will be important to examine some foundation research from which the more specific concepts of mentoring and role modeling have emerged. Studies of organizational socialization processes can enlighten us to some degree as to how we can generalize larger concepts as well as their components.

Socialization Needs of New Professionals

Socialization directs that an individual in a new setting will need to overcome the issue of how to understand the setting. Definitions for this new setting can be developed through the process of formal indoctrination or training procedures. This is one method an organization may use to insure individuals feel committed to the organization and can

participate fully and knowingly in its activities.[1] Further, this concept of socialization can be defined as the process by which an individual gathers knowledge regarding the culture of an organization, its values, attitudes, expected behaviors and the social knowledge necessary to assume an organizational role and becoming identified as an organizational member. These roles are considered to be central in the adjustment and learning process for individuals new to a profession or organization.[2] It is within these socialization processes that this study will attempt to understand mentoring as beneficial.

There are other factors, as well, that can positively impact a novice in a profession. The novice may participate in proactive information seeking behavior to compensate where coworkers or supervisors fail to provide sufficient information. These behaviors can have a significant impact to the socialization processes, particularly those of performance proficiency and people skills[3] but are typically individualized endeavors. Another issue that can impact the newcomer is whether the individual has been preceded by others who have gone through the same socialization process.[4] This is an early corollary of the mentor concept as it was speculated that the predecessors would be directly involved in the socialization process for the newcomer. There are significant benefits derived from these processes as success in affecting socialization is expected to produce professionals who have a strong professional identity, sense of career and

---

[1]Orville G. Brim, and Stanton Wheeler, *Socialization after Childhood* (New York: John Wiley & Sons, 1966), 86.

[2]Georgia T.Chao, Anne M. O'Leary-Kelly, Samantha Wolf, Howard J. Klein, and Philip D. Gardner, "Organizational Socialization: Its Content and Consequences," *Journal of Applied Psychology* 79 (1994): 730.

[3]Elizabeth W. Morrison, "Longitudinal Study of the Effects of Information Seeking on Newcomer Socialization," *Journal of Applied Psychology* 78 (1993): 173, 178.

[4]Brim and Wheeler, 60-61.

commitment to the profession.[5] These are some of the benefits the social work education process can use to enhance learning in practice settings.

Mentoring as Socialization and Social Work Roles

Role modeling as another component of the socialization process has been studied from an earlier perspective than that of the true concept of mentoring and could be considered one of the most important components of the mentoring function. Assumptions have long been held that the presence of proper role models for any profession is critical to the making of a professional. Analyzing the concept of role models, the most frequently occurring use is that of a partial role model. Here, an individual selects component behaviors from multiple sources and models those in a manner that is effective for the individual.[6] This type of modeling has been found to be a contributing factor in the construction of a professional identity.[7] Further, training that utilizes these concepts has been found to be more effective than formalized, traditional methods of training.[8] Mentoring can be conceived as one of these less formal, behavior modeling socialization methods.

Empirical study of these processes has been a focus in the field of business as the majority of research has been developed in this area to date. Most of these studies may have some limitation for use in the field of social work as they have been developed from a perspective of business career development.[9] Additionally, there have been criticisms

---

[5]R. Bucher and J. Stelling, *Becoming Professional* (Beverly Hills: Sage Publications, 1977) 28-29.

[6]Ibid., 147, 151.

[7]Mary N. Maack and Joanne E. Passet, *Aspirations and Mentoring in an Academic Environment* (Westport, CT.: Greenwood Press, 1994): 13.

[8]Alan M. Saks, "The Relationship between the Amount of Helpfulness of Entry Training and Work Outcomes," *Human Relations* 49 (1996): 448.

[9]Sharan Merriam, "Mentors and Protégés: A Critical Review of the Literature," *Adult Education Quarterly* (spring 1984): 163.

of these earlier mentoring studies including: lack of conceptualization, unsophisticated literature, a tendency to downplay the potential drawbacks of the use of mentoring, and the fact that formal mentoring programs have not been subjected to sufficient study to determine their true value.[10] Particularly within the realm of developing educational curriculum for social work, it could be more fundamentally valuable to look at how mentoring affects adult learning and development.

Even stating these limitations, there are still some concepts in the filed of socail work taht can be emphasized in a discussion of mentoring. In fact, one definition of the social worker supervisory role carries with it implications of mentorship: a social work supervisor is an agency administrative staff member who is delegated to direct coordinate, enhance and evaluate on-the-job performance of social workers and staff. By carrying out these responsibilities the supervisor will perform administrative, educational, and supportive functions with the supervisee in the context of a positive relationship. Delving a little deeper in the supportive function of supervision can illustrate how social work has perceived to some extent that there is a therapeutic component considered that closely resembles mentoring. Kadushin indicates that supportive supervision is concerned with increasing effectiveness while reducing stress for the worker. Some of the procedures applied in supportive supervision include providing reassurance, encouragement and recognition of achievement, expressing approval and commendation and attentive listening that conveys interest and concern.[11] These factors, in combination with components of basic staff development such as strengthening the agency through developing higher competency among its members and

---

[10]Ibid., 170.

[11]Alfred Kadushin, *Supervision in Social Work*, 3d ed. (New York: Columbia University Press, 1992), 227-229.

providing for staff that project leadership, could be seen as congruent with the mentor role.[12]

Statement of the Problem

Although there has been little research to date regarding the duality of the supervisor-mentor role for the social work profession, the foundation for successful mentoring seems inherent to the profession. This research will attempt to determine if the social work supervisory role can be tested for the existence of the career and psychosocial mentoring functions outlined in Kathy Kram's study, *Mentoring at Work.* This study has been widely used to document mentoring functions for other professions, but social work has not seen widespread use of this scale as a measure of existing mentoring behaviors. Kram's work outlined the career functions as sponsorship, exposure-and-visibility, coaching, protection and challenging assignments. Psychosocial functions are defined by Kram as role modeling, acceptance and confirmation, friendship and counseling.[13] These circumstances warrant preliminary investigation of whether practicing social work students perceive a mentoring relationship to exist between themselves and their field instructor supervisors. The social work profession needs some empirical data documenting this subject to enable better educational and socialization opportunities for students entering the profession.

Significance and Purpose of the Study

Very little empirical data exists for the profession of social work and the potential benefits that mentors within the profession can provide to novice social workers. This research will attempt to test the strength of the supervisory role in social work as a

---

[12]Lawrence Schulman, *Interactional Supervision* (Washington: NASW Press, 1993), 13-14.

[13]Maack and Passet, 66.

mentoring relationship within the context of Kram's function clusters under the career and psychosocial concepts. The expectation is that there will be some equivalency in the roles, although there may not be consistency on all measures. As there was no research available to determine if there currently are widespread mentoring programs in the social work profession this is an exploratory effort to determine the incidence of supervisory mentoring and to direct some future recommendations for research. Measurement will attempt to determine the existence of the mentor functions and the degree to which they exist in the social work supervisor-practice student relationship for Kram's career and psychosocial categories. Specifically, this preliminary research will attempt to determine if a mentor/protege relationship exists in the social work field practicum setting between social work students and their field instructor supervisors. Secondly the study will venture to answer questions regarding whether any differences exist in the strength of these relationships based on several demographic features such as race, gender or generational age differences.

In as much as mentoring can positively influence the socialization process for a profession, this study could provide insight into the functions it can serve for social work supervision and education. If the organizational socialization process is considered critical for individual career development and future success, the social work profession will benefit by having professionals who are committed to their work. Additionally there is much speculation as to the problems for individuals and professions if the socialization process is not successful: potential problems with alienation and purposeful productivity have been indicated.[14] Mentoring may operate to alleviate these problems.

---

[14]Edgar H. Schein, *Organizational Culture and Leadership* (San Francisco: Jossey-Bass Publishers, (1985), 42-43.

CHAPTER TWO

REVIEW OF THE LITERATURE

A general approach is at best what we may attempt in discussing the available literature regarding social work supervisors and the mentor role in field practice settings. Again, the vast majority of research done in the area of mentoring has been in the business arena. However, we can outline general terminology and concepts from other disciplines as they will illuminate the data available. In the area of clinical scientific research too little attention has been focused on the value that mentors, advisors and role models have in providing stimulation for individuals pursuing specific career paths, shaping training, socializing newcomers to the research environment and providing support and guidance in formative years for people entering these careers.[1] This field as well as other academic disciplines are beginning to generate more studies which may have some generalizability for social work.

Understanding the Mentor Concept

In defining basic ideas, D. J. Livens, described the concept of a mentor as including the roles of "teacher, sponsor, counselor, developer or skills and intellect, host, guide and exemplar."[2] A mentor supports and facilitates the vision an individual may hold about his or her future.[3] Another definition indicates that mentoring deals with the individual in terms of overall life adjustment behavior in order to guide or counsel them regarding

---

[1]William N. Kelly and Mark A. Randolph, eds., *Careers in Clinical Research: Obstacles and Opportunities* (Washington: National Academy Press, 1994), 58.

[2]Merriam, 162

[3]Ibid.

problems that can be solved by legal, scientific, clinical, spiritual or professional means. Kram's functions of mentors would require that these definitions be in place to consider that primary mentoring is occurring.[4] Daloz has identified functions that are somewhat equivalent: empathic listening, provision of structure in assignments, expressing positive expectations, advocating for the novice, a sharing by the mentor of themselves and making the relationship so special that it acts as the catalyst a novice needs to develop a new sense of self in this new endeavor.[5] This support is invaluable in time of transition such as those which occur when individuals are changing professions or training for new ones. The benefit of a good mentor can stimulate growth for individuals if the relationship is positive.[6]

Mentoring has come to be an accepted practice that is endorsed as part of the development process in many fields and is considered to be a crucial component in experiential education programs. It provides opportunity for feedback to individuals regarding professional performance and alleviates some of the feelings of alienation that can occur in a new career path.[7] An impetus for the rise of mentoring as a structured method for socialization in professions has been the found effectiveness of modeling for acquiring work related interpersonal skills. Studies have indicated that the mentor, as a role model, benefits from personal growth while at the same time promoting the protégé in the organization by serving the career and psychosocial functions associated with the relationship. Formal mentoring programs must have several characteristics in place to insure their success: clearly defined goals, proper selection of mentors (on the basis of interpersonal skills), and appropriate training for mentors. Additionally, mentors must be

---

[4]Maack and Passet, 15.

[5]Laurent Daloz, *Effective Teaching and Mentoring* (San Francisco: Jossey-Bass, 1987), 215-221.

[6]Ibid., 210.

[7]John C. Daresh, "Formation: The Missing Ingredient in Administrator Preparation." *NASSP Bulletin* 74 (May 1990): 2-3.

accessible to their protégés and have required meetings to enable development of the relationship.[8] These relationships have been touted as mutually beneficial in business environments, as the novice is gaining valuable knowledge while the mentor is reinforcing his valuable skills within the organization. Thus the total expected result is a benefit for all involved.[9]

Kram developed her career vs. psychosocial mentor functions as a result of content analysis of in depth biological interviews in 1985. This model has been utilized in numerous research projects as a measure of the strength of mentoring relationships. This seems to be one of the few consistencies in the research.[10] Several researchers have attempted to define developmental stages of mentoring, but there does not seem to be consensus on any such structure at the time of this writing. Business has analyzed the mentoring concept in a variety of empirical studies in attempts to determine the extent of the phenomenon, its importance in career development and to understand issues of gender differences among mentors and protégés. Several studies have found that women experience critical times when mentoring is needed:[11] in their early careers and when they are moving into high levels of responsibility.[12] This study will attempt to determine if there are any differences among mentor/protégé relationships based on gender differences between mentors and protégés, but additional research in the field of social work would certainly be warranted.

---

[8]Raymond A. Noe, "An Investigation of the Determinants of Successful Assigned Mentoring Relationships." *Personnel Psychology* 41 (1988): 457-458, 474.

[9]A. B. (Rami) Shani and James B. Lau, *Behavior in Organizations* (Chicago: Irwin, 1996), 18-10:18-11.

[10]Noe, 459.

[11]Maack and Passet, 19.

[12]Merriam, 165.

As has been noted, mentoring is also becoming utilized more in academic settings and as a result more data is becoming available through those sources. The academic setting creates an optimum environment for learning to occur and this component can, therefore, become central to the mentor/protégé relationship. This precept has prompted several institutions to establish formal mentoring programs. Overall, however, there is not a complete picture of the extent of mentoring in the academic disciplines.[13] A study conducted by York in an academic setting for social work may give us insight into the expectations of the research proposed by this paper. He found that where there was strongest evidence for mentoring and consciousness raising in social work education that this precipitated women aspiring to administrative responsibilities in social work.[14] Other research has determined that working with a competent mentor is the best means to transition from the academic setting into a professional career.[15] One very specialized report detailed an organized, formal program assisting social work faculty in getting work published. This program was affiliated with a large university and was modeled more on a curriculum course rather than a traditional mentoring relationship. However, as the researchers published their results generated at the end of a two year study period they labeled it successful.[16] In terms of publication, indications were that it did succeed in assisting more participants in getting their writing published.

---

[13]Ibid., 169.

[14]Reginald O. York, H. Carl Henley, and Dorothy N. Gamble, "The Power of Positive Mentors: Variables Associated with Women's interest in Social Work Administration." *Journal of Social Work Education* 24 (fall 1988): 248.

[15]Maack and Passet, 19.

[16]Raymond D. Berger, "Getting Published: A Mentoring Program for Social Work Faculty," *Social Work* 35 (1990): 71.

How Mentoring Meets Professional Needs

Specific to the topic of supervisory mentoring issues, Green and Bauer designed a study to determine how supervisory mentoring takes places and its consequences. Their population was a group of doctoral students and their advisors. It was determined that the mentor expectations for career and psychosocial functions were in place at the time of study. The concept here would indicate that mentorship can be redefined as a expansion of the supervisory role beyond the supportive, administrative tasks that are typical.[17] Findings of the study indicated support of the mentor function as strong correlates for the faculty advisor relationships among Ph.D. students. Neither gender nor ethnic issues seemed to impact or change these findings. In the educational environment, the supervisor as mentor seemed to hold true.

There is also evidence that supervisory mentoring is becoming more prevalent in industrial settings. This would suggest that these findings could be generalized to other managerial settings.[18] Mentoring is most likely going to experience some transitions in business applications in response to downsizing in industry. Shifts in business populations will cause undue stress and competition in the work place that could lead to a decline in mentoring behaviors in business.[19] Longitudinal studies are continuing to support the concept of training or vocational mentoring as useful but are finding that personal mentoring is not as effective in promoting career success.[20] Another trend seems to be directed toward the use of group, professional organizations and trade associations as mentoring mechanisms. This would meet the requirement for the concept

---

[17]Robert Taibbi, "Supervisors as Mentors," *Social Work* (May/June 1983): 238.

[18]Stephen G. Green and Talya N. Bauer, "Supervisory Mentoring by Advisors: Relationships with Doctoral Student Potential, Productivity and Commitment." *Personnel Psychology* 48 (1995): 54-558.

[19]Marshall Loeb, "The New Mentoring." *Fortune* 17 November 1995, 213.

[20]Christopher Orpen, "The Effects of Group Mentoring on Employee's Career Success," *The Journal of Social Psychology* 135 no. 5 (1995): 668.

of partial role models in that the individual could use the group for multiple role models.[21]

The learning process that newcomers encounter when beginning a profession is a concept is one that is certainly multidimensional. An individual needs proficiency in a range of dimensions to effectively operate within any organization. These dimensions begin to approximate the functions that a mentor can foster in a newcomer:

1. Performance proficiency - extent to which an individual learns the tasks involved in a job.
2. People - establishing successful and satisfying work relationships with organization members.
3. Politics - success in gaining information regarding formal and informal work relationships and power structures.
4. Language - knowledge of the profession's technical language as well as knowledge of unique jargon and slang.
5. Organizational goals and values - understanding these components of the culture links the individual to the larger organization.
6. History - knowledge of an organization's traditions, customers, myths and rituals as well as knowledge of backgrounds of particular organizational members.[22]

Overall, the literature is still deficient in that the available research is largely descriptive rather than empirical; it is not well grounded in theory; it does not take into consideration differences between organizations, nor does it answer central questions that would help advance our knowledge of mentoring.[23] Additionally, social work is particularly lacking in research specific to the frequency of mentor relationships in the profession.

Given these initially noted shortcomings, it is important to begin to discuss here how social work might be especially predisposed, as a profession, to use mentoring techniques

---

[21]Kathryn H. Dansky, "The Effect of Group Mentoring on Career Outcomes." *Group and Organization Management* 21 no. 1 (March 1996): 5.

[22]Chao, et.al., 732.

[23]Mary M. Hale, "Mentoring Women in Organizations: Practice in Search of Theory," *American Review of Public Administration* 25 no. 4 (December 1995): 327.

to foster learning for new social workers. One article suggests that as social workers have a heightened awareness of the developmental tasks and needs in their work with clients, it would be a reasonable progression for these same elements to be considered important in the process of career development. Social workers have a long history of sharing knowledge regarding the profession. As early as 1913 at group meetings of the early Charity Organization Societies, social workers were meeting to share experiences in their family casework. The goal was to improve the profession by disseminating knowledge regarding the casework methods and to provide an educational function by improving social diagnostic and treatment skills.[24] Further, there is a need for mentors for social work students and beginning workers.

Overview of the Major Theoretical Orientations

Any study of socialization must draw attention to the cultural context in which the behavior will occur. There are many motivating factors for individuals to learn the culture of a new profession whether it is informal pressure from fellow staff, experience, an individual's discipline of study, clarity of the job description or personal attributes such as sex, ethnicity, etc.[25] In understanding human behavior we can consider that social learning theory provides insight into the person in environment focus in which this socialization process evolves.[26] Even given the expected cultural influences, the basis of socialization and consequently, mentoring concepts, is social learning theory. The idea that mentoring will be successful rests upon the arguments of modeling behaviors

---

[24]Arthur C. Abrahamson, *Group Methods in Supervision and Staff Development* (New York: Harper & Brothers Publishing, 1959), 12.

[25]Harvey J. Bertcher, *Staff Development in Human Services Organizations* (Englewood Cliffs: Prentice Hall, 1988), 125-126.

[26]Bruce A. Thyer and John Wodarski, "Social Learning Theory: Toward a Comprehensive Conceptual Framework for Social Work Education," Social Service Review 64 (March 1990): 147.

and reward systems where modeling can be expected to encourage affective as well as cognitive efficacy.[27] This construct explains human behavior as a continuous interactive process among cognitive, behavioral and environmental determinants. [28] For a hypothetical mentoring relationship in a social work practice setting, these concepts direct that the student protege would construct new ways of interacting with his or her environment as a response to reciprocal interactions among supervision, client interactions and his or her internal systems.

In supporting mentoring processes, components of social learning theory that are most utilitarian have to do with the concepts of imitative learning and role modeling. Dollard and Millard introduced concepts of the transmission of skilled behaviors as some of the earliest theorists of social learning constructs. Their ideas were very much formulated using the language of classical conditioning but can be useful in illustrating parallels for transmission of knowledge that occurs between skilled supervisors/mentors and novice social work students. Specialists in an area of knowledge were conceived to have developed special response sets that were cued to particular stimuli. Given these special response sets, Dollard and Miller proposed that these individuals could therefore communicate to the novice the reality of a given situation and the appropriate adaptive response. Trial and error was seen as a futile waste of time when the novice could copy the behavior and establish the connections between response and stimulus. The process of copying was seen as beneficial in the socialization process and useful as an overarching learning technique in any situation.[29]

---

[27]Noe, 457.

[28]Thomas L. Good and Jere E. Brophy, eds., *Educational Psychology: A Realistic Approach*, 2d ed. (New York: Holt, Rinehart and Winston, 1980), 118.

[29]Neal E. Miller and John Dollard, *Social Learning and Imitation*, (New Haven, CT.: Yale University Press, 1941), 194-195.

Reinforcing these early concepts, Bandura and Walters outlined imitative learning as the tendency to copy or reproduce behavior of models, either living or symbolic. This reproduction of behavior makes the learning process significantly more efficient and in some circumstances, learning may not be possible without modeling behaviors.[30] Bandura felt there was an even more powerful mode of transmitting competency. From this idea, he developed concepts of modeling as a broader phenomenon with diverse functions. He believed that learners were able to observe behavior for the purpose of extracting rules and structure. From this process, learners are then able to apply these rules and structure in developing a diverse range of behavior. Therefore the process of modeling, as Bandura defined it, serves multiple functions: acquisition or teaching and transmission of skills, attitudes, values and emotional inclination.[31] Even given these diverse functions, modeling can only induce new modes of response in learners if these responses have been integrated. This process is facilitated by clear representation of how various elements of the behavior must be sequenced and timed. Information can be imparted by physical demonstration, visual or verbal description but must serve to guide the response.[32] Another factor that will influence whether a learner chooses to imitate a model's behavior are the consequences of the behavior for the model. The consequences may be represented as possessions, prestige, status or power that the model has acquired.[33]

These concepts from learning theory are a good illustration of the processes within the environment that surround the learning social work student who is developing

---

[30]Derek Jehu, *Learning Theory and Social Work*, (London: Routledge and Kegan Paul, 1967), 10-11.

[31]Richard Evans, ed., *Discussions with Notable Contributors to Psychology Series: Albert Bandura Part I*, dir. by Brian Huberman and Philip R. Davis, 28 min., The Pennsylvania State University, 1988, videocassette.

[32]Albert Bandura, "Modeling Theory: Some Traditions, Trends and Disputes," in *Recent Trends in Social Learning Theory*, ed. Ross D. Parke (New York: Academic Press, Inc., 1972), 50-51.

[33]Jehu, 13.

proficiency in social work through the field experience. Given these constructs we can begin to see how the supervisor might be defined to some extent as a role model and consequently, a mentor, providing a challenging work experience and assisting the student in understanding how to effectively practice social work. However, within the mentoring relationship there is another dynamic at play that enables the protege to envision his or her potential in a positive frame through other supportive and affirming functions the mentor carries out. These functions contribute to the individual's sense of self-efficacy. This component of Bandura's development of social learning theory directs that effective functioning will require that the learner have a strong sense of self-belief in self-efficacy to enable them to mobilize their learned skills and competencies for optimal use. The skill can be generated through the processes of learning, however, efficacy will be the determinant as to whether they are carried out poorly or extraordinarily. The importance of this concept becomes clear when we consider that efficacy effects the manner in which people are able to translate their beliefs into human accomplishment, motivation or distress. Bandura outlines four efficacy effects:

1. There is a powerful effect in choice behaviors which in turn profoundly impacts the life path and consequently those potentialities individuals focus on to cultivate.
2. A high level of efficacy promotes a high level of effort and perseverance when faced with obstacles or difficult circumstances.
3. People with high levels of self efficacy tend to develop cognitive resources that will propel them toward mastery of problems.
4. High self-efficacy impacts vulnerability to stress and depression in a way that enables better coping with these issues. [34]

Although these are internal processes for the most part, it is not a big leap to understand how a mentor can positively impact self-efficacy for a novice in a profession. These

---

[34]Evans, *Discussions with Notable Contributors to Psychology Series: Albert Bandura Part I.*

processes are impacted by the reciprocal and interactive relationship the learner has with the environment.

Further, specific to understanding the design of social work education and the profession, these concepts fall squarely in line with the tenets of social work supervision that have been developed over the history of the profession. They are particularly appropriate in viewing the parallels that might exist between mentorship's psychosocial functions and social work supervision's supportive features. As Kadushin indicates, supportive supervision is directed toward increasing the effectiveness of the supervisee by acting to decrease stress with the goal of increasing commitment and motivation toward the social work job.[35] Through the explicit mechanisms supportive supervision utilizes to promote satisfaction and effectiveness in social work staff, it is very likely that this function of supervision will enhance the effects of self-efficacy in the supervisee.

Definition of Terms

Within the scope of this document we have seen how ethereal an exact definition can be for the concept of mentoring. As is usual, however, there has been a concept of mentor bound in tradition over centuries. This concept is tied to the mythology of the *Odyssey* in the character of Mentor who was entrusted with Odysseus' son, Telemachus. This type of relationship implies more responsibility than is intended for the purpose of this work. Nevertheless, it can be useful as a starting point for what is meant by the concept of mentoring. In contemporary language, the mentor has come to be known as "a nonparental, competent and trustworthy figure who accepts responsibility for the significant growth and development of another individual."[36]

---

[35]Kadushin, 227.

[36]Norman Cohen, *Mentoring Adult Learners* (Malabar, FL.: Kreiger Publishing Company, 1995), 1.

Secondly, an in-depth understanding of what is being attempted as a measure of the functions of mentoring is necessary. Here, as an attempt is being made to measure for Kram's concepts of career and psychosocial functions of mentoring, it is useful to understand how she details the definitions of these functions. Figure 1 provides specific descriptions of the various functions under the larger career and psychosocial concepts.

Fig. 1. Kathy Kram's Mentor Functions

CAREER FUNCTIONS	PSYCHOSOCIAL FUNCTIONS
Sponsorship Opening doors; having connections in the profession.	**Role Modeling** Demonstrating valued behavior in personal life as well as in research teaching and service.
Challenging Work Providing intellectual stimulus: giving assignments that stimulate growth	**Acceptance and Confirmation** Providing ongoing support, respect and admiration.
Exposure Creating opportunities to participate in high profile committees or research projects.	**Friendship** Mutual caring and exchange that goes beyond career related issues. Sharing experiences.
Coaching Teaching how to navigate in the profession at all locales.	**Counseling** Providing a helpful, confidential forum for discussing ideas and decisions
	Protection Intervention to protect a junior member of staff from politically difficult situations.

Source: Kathy Kram, *Mentoring at Work: Developmental Relationships in Organizational Life.*

Statement of the Hypotheses

Several hypotheses have been framed for the purpose of guiding this research:

1. The supervisor-supervisee relationship will meet the criteria for the existence of a mentor-protege relationship.

2. Within the parameters of the mentor-protege relationship, there will be differences in strength based on the specific career components of the relationship.

3. Within the parameters of the mentor-protege relationship, there will be differences in strength based on the specific psychosocial components of the relationship.

4. There will be significant differences in the strength of the mentor-protege relationship among the supervisor-supervisee pairs based on gender, race and generational age differences.

The constant, or independent variable, within the relationships this study seeks to examine utilizing these hypotheses is the existence of the supervisor-supervisee relationship. The dependent variable , is therefore the perception of the existence of a mentorship relationship within the larger frame of the supervisor-supervisee relationship. Judgment as to the existence of a mentor/protege relationship between supervisor and supervisee will be made based on strength of perception by supervisee as to whether Kram's nine features of mentorship contained within the career and psychosocial functions it serves are present and to what degree. Analysis of the final hypothesis will attempt to support speculation that there will be significant differences for the dependent mentorship relationship as compared with several independent demographic variables: gender, race and generational age.

CHAPTER 3

METHODOLOGY

As previously noted there is very limited empirical data available regarding the subject of mentorship as it specifically relates to social work issues. The methods employed in this study are designed to add to the very preliminary research that has been accomplished in this field. Given this status of the research, the study outlined here has utilized methods that are best suited to early attempts at defining concepts and exploring the topic.

Research Design

An exploratory research model utilizing a cross-sectional survey design was developed to obtain data from social work students in master's level graduate programs as to their perceptions of the relationship with their field placement supervisors. The survey administered to these students was a twenty-eight item adaption of Raymond Noe's survey of mentoring which has been applied in an educational career context to measure the existence of a mentor/protégé relationships.[1] The adaptions simply involved changing the term mentor to supervisor in each question and any language referent to location of work was changed to be phrased school or agency. Additionally, it was decided that four items were to be deleted as they related specifically to paid employees rather than students working under the educational auspices of internships.

This survey instrument was consequently scheduled to be administered by the researcher to forty master's level graduate students enrolled in statistics classes in a

---

[1]Noe, 468-469.

historically African-American university in the state of Georgia. Additionally, a state sponsored university in Georgia agreed to assist in mailing the same survey for self-administration to twenty-one students completing the part-time curriculum in a similar master's level program. This mailing was done only once, instructing these students to return the signed consent letter and completed survey six days from the date of mailing. Along with these two sample groups, three students from the full-time curriculum at the state sponsored university self-selected to participate in the survey. These three surveys were sent via facsimile machine and the explanation of the project was accomplished by phone. These methods of administration were selected due to time constraints for the period of data collection, analysis and reporting. In all, 31 usable surveys were returned, representing an overall response rate of 48 percent. The response rate was identical to the overall rate for the respondent groups administered in person and mailed surveys. Two of the three self-selected students returned surveys for a 67 percent response rate from that smaller subsample.

Sampling

The sampling method applied for this research was a nonprobability method best defined as purposive sampling. Selection of this method was driven by time constraints, financial resource limitations and convenience or access to the sample group. It was expected that the selected respondents might represent a regional cross-section of the population of interest. Precisely, the sample of respondent students obtained for this study included twenty-five women and six men assigned in a diverse range of practice settings in hospitals, schools, mental health and family service agencies. For the students, age ranged from 21 to 46 years, with a mean of 28.1 years. Of these students 61.3 percent self-selected for a race demographic of African American and 38.7 percent indicated their race to be Caucasian.

Generally speaking, the representation of men in graduate education programs for social work is limited. Without specific national student demographics we can only speculate that this sample is representative of gender distribution. Distributions for race in this sample most likely do not represent the diversity of the total population of social work students. Comparing with Gibelman and Shervish's data for race demographic data of social workers compiled in 1993, it appears that this sample is skewed due to an overrepresentation of African American students. Their national sample indicates a population distribution of 86.8 percent Caucasian and 5.9 percent African-American.[2] As is evident, this sample is vastly different from an equivalent population for this demographic.

Data Collection Procedure

The survey designed for this project by the researcher is based closely on a survey designed to measure for each of the career and psychosocial functions identified by Kram (see Appendix A). Noe's original thirty-two item questionnaire was the basis of the format for the questionnaire portion of the survey used in this study. For purposes of this research four items were excluded due to irrelevance for the population study.

Face validity for Kram's functions based on the question content seems to exist although there has been no full analysis of the survey for this purpose. Noe further tested the survey for reliability on both the career and psychosocial scales and found internal consistency reliability to be high for both with an .89 estimate for the career scale and an estimate of .92 for the psychosocial scale, when he controlled for our items 34 and 35 on the survey due to missing responses. Respondents were to answer the twenty-eight items using a five point Likert scale with 1 = 'to a very slight extent' to 5 = 'to a very

---

[2]Pauline M. Collins, Hugo A. Kamya and Robbie W. Tourse, "Question of Racial Diversity and Mentorship: An Empirical Exploration," *Social Work* 42 (March 1997): 147.

large extent'. Within the overall categories of career and psychosocial functions of mentoring the survey also contains individual items that are scaled to further break down the four career features and the five psychosocial features of the mentor relationship.

As there is also an interest in a preliminary analysis of whether there were any differences in the strength of existing mentor/protege relationships as related to race, age or sex, the survey contained seven demographic items as it's first component asking respondents to identify for themselves and their field supervisors sex, age, race, and practice setting. Only the first three of these variables were submitted for analysis, but it was also important to determine if diversity in practice setting existed for this sample as an effort to guage to some extent whether this sample approximated the population it was expected to represent.

Data Analysis

Each respondent's questionnaire portion of the survey was scored by adding the response values and converting this raw score into to a mean score. This mechanism was utilized to establish consistency in understanding these scores within the context of the range of the Likert scale used . Additionally, the items that fell within the career mentor functions were compressed to create a single variable and obtain a single score for this scale. The same was done for the psychosocial scale. The compressed variable for career function included questionnaire items 8, 9, 23, 24, 25, 26, 27, 28, 29, and 30. The psychosocial variable compressed questionnaire items 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 31, 32, 33, 34, and 35.

Determination of statistical significance for the strength of the mentor relationship that might exist between the students selected for this sample and their supervisors was addressed by running three separate chi-square analyses of the variables representing overall scores for the questionnaire and the scores for the career and psychosocial function scales within the questionnaire. For understanding any differences that existed

for same sex - different sex, same race - different race, and same age generation - different age generation pairs, subsamples were identified that fit these criterion . Once identified, chi-square analysis was done for these subsamples as well even though some of the samples contained extremely small numbers of respondents. For the age generational variable, there was considered to be a difference if there was a span of greater than ten years between the age of the respondent and the age of the respondent's supervisor.

In an effort to determine if there were any specific items within the career and psychosocial scales that were particularly remarkable, chi-square analysis was also completed for each item. The attempt here was to apply a stronger analysis to these items that descriptive data alone provides.

CHAPTER FOUR

PRESENTATION OF RESULTS

In analyzing this data, it is important to remember that the sample of respondents participating in the study is not considered to be representative of the national population of all social work students in master's level graduate programs. This sample was more heavily weighted toward being female and African-American. It has been noted that the skewness by racial group appears to be an anomaly for a national population of social workers.[1] What is unknown is whether the larger represenation of female students and supervisors is typical since a national sample by gender was not identified. In the opinion of this researcher, it would seem more typical of the profession to reflect a higher female population. Of additional interest, however, is the fact that the mean age for the student versus the supervisor group would indicate that a generational difference exists for this sample of student/supervisor pairs. Table 1 gives an overview of the basic demographics of the sample for this study.

Table 1 - Sample Demographics

n = 31	Student	Supervisor
Mean Age	28.1	41.4
Sex - Frequency / Percent		
Female	25 / 80.6	25 / 80.6
Male	6 / 19.4	6 / 19.4
Race - Frequency / Percent		
African-American	19 / 61.3	18 / 58.1
Caucasian	12 / 38.7	12 / 38.7
Latino	0 / 0	1 / 3.2

[1] Collins, et. al.

Determinations have been sought through this research to address four distinct hypotheses related to questioning whether a mentor/protégé relationship could be determined to exist between graduate level social work students and their assigned field supervisors. The null hypothesis for our first postulation would indicate that the supervisor/supervisee relationship would not meet the criteria for the existence of a mentor/protege relationship. Chi-square analysis of the score developed from the total questionnaire directs that this sample did not perceive the relationship they have with their current practice supervisor to approximate that of a mentor (See Table 2). Given this analysis, the null hypothesis for this aspect of the research is accepted.

Table 2 - Chi-Square Values for Aggregate Scores

	$\chi 2$	*df*	Mean Score
Questionnaire score	5.39	23	3.58
Career function score	7.06	19	3.78
Psychosocial score	5.39	23	3.46

$p = .05$

Secondly, a null hypothesis was formulated indicating there is no difference in strength of the mentor/protege relationship being measured for specific career functions the relationship serves for the student. Again, chi-square analysis for this component did not allow rejection of the null hypothesis. Additionally, the third hypothesis in the null format directed that there would be no differences in strength of the relationship based on psychosocial functions. Analysis utilizing chi-square again did not allow for rejection of the null hypothesis for psychosocial elements of the relationship either. Table 1 details these two test values for chi-square as well. Finally, the null hypothesis that there would be no differences found in the measure of this relationship based on differences between supervisors and students for race, sex or generational age difference variables was also

supported by the chi-square analysis (data represented in Table 3) of demographic variables against the questionnaire scores.

Table 3 - Chi-square for Demographic Analysis

	Sex		Race		Generational	Age Group
	Same (n = 25)	Different (n = 6)	Same (n = 27)	Different (n = 4)	Same (n = 9)	Different (n = 22)
$\chi 2$	4.6	0.67	4.78	n/a*	n/a	2.5
df	19	4	21	3	8	9
Mean score	3.57	3.63	3.56	3.73	3.48	3.62

$p = .05$ * n/a indicates $\chi 2$ value of zero

In addition to these specific aggregate analyses designed to address the hypotheses, Chi-square tests from the questionnaire at the item level were clustered by feature within the career and psychosocial functions. These clusters again are coaching, exposure and visibility, sponsorship and challenging assignments for the career function and acceptance and confirmation, role modeling, counseling, protection and friendship for the psychosocial function. Within these functions there were only two item clusters for which chi-square analysis indicates significance for 100% of the items: these were challenging assignments within the career function and acceptance and confirmation within the psychosocial function. (See Table 4).

Table 4 - Chi-square Analysis of Specific Career and Psychosocial Functions Showing Significance for the Mentor Relationship

	$\chi 2$	*df*	Mean Score
Career Function			
Challenging Work Assignments			
Q26 - Supervisor gave you new assignments that present opportunities to learn new skills.	17.87	4	4.03
Q27 - Supervisor provided you with support and feedback regarding your performance as a social worker.	21.26	3	4.39
Psychosocial Function			
Acceptance and Confirmation			
Q10 - Supervisor has encouraged me try new ways to do my job.	8.19	4	3.55
Q21 - My supervisor has conveyed feelings of respect for me as an individual.	22.29	3	4.39
Q32 - My supervisor has asked me fi suggestions concerning problems she/he has encountered at the agency or school.	14.65	4	3.10
Q34 - Supervisor has spoken highly your skills and activities.	26.10	5	3.90

p = .05

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

Educational practices and philosophy for social work schools typically imply that the profession wishes to produce effective workers dedicated to and challenged by their career choices. The findings of this study, however, seem to indicate that the relationship between practicing students and their field supervisors does not necessarily support creating an environment that would be most conducive for this to occur. Of particular concern in these findings is the lack of the role modeling and coaching features being provided to students by their supervisors. These were features of mentoring that this researcher expected to exist as natural extensions of the relationship. Critical functions of professional socialization can be provided by these features and a deficit may be seriously problematic for the profession.[1] That a majority of the career and psychosocial functions of mentoring were not found to exist between students and their supervisors was frankly disappointing. It is at just this transitional period in the life of a novice social worker, that a supportive, mentoring social work supervisor could have tremendous positive influence.

Caution should be exercised, however, in utilizing this study for the purpose of making any type of wholesale critique of the social work education experience in field practice by attempting to generalize the findings. The sample utilized here may not necessarily represent the population of students it intends. Additionally, the instrument used for this research was assumed to have validity based on its development in previous research for other disciplines. Perhaps the amendments made by this researcher to the

---

[1]Schein, 43.

original questionnaire had more impact for outcome in social work research than could be projected here. Nonetheless, given the implications certain functions of the mentorship relationship have as being beneficial to expeditious socialization for a new profession, this type of study may warrant consideration under more rigorous research conditions. Under different conditions this type of study may allow for schools of social work to measure the effectiveness of individual field instructors or practice environments. Potentially, schools could insure that students are placed in field settings that will provide more components of mentorship in their supervision. Beyond the relationship of the field supervisor, schools might be able to develop conscious mentoring programs to aid students in the socialization process, to build self-efficacy and subsequently positively impact professional development for the students completing their graduate programs.

Limitations of the Study

One of the most significant limitations for this study surrounds the sample selected for participation. On the whole, the sample was not of a size that makes the findings particularly general. The geographic location from which the sample was drawn was very narrow as well. In sum, some of these factors may have resulted in a sample that is more representative of African American students. A more archetypal sample may enable a better comparison for the demographic variables that was attempted by this research.

A second issue for the data collection method that limited this study was the limited time frame used for collection of surveys. This in itself could only be expected to reduce the response rate. Given a period of at least a month, a significantly larger, more diverse sample most likely would have been identified to participate in the survey. Additionally, in identifying the students in the statistics class for the sample, the researcher failed to understand that some students in those classes had not begun field practice work at the

time the survey was administered. This error excluded over half of the original forty students intended for the study.

Furthermore, due to questions surrounding validity for the survey, it would have been very desirable to have engaged several focus groups to refine the instrument. As it was, there were comments returned by some respondents indicating confusion on many items. In addition a great deal of feedback was received relating to widespread discomfort with the questions that dealt with the friendship feature of mentorship. In discussion with several field supervisors, intimations were brought forward suggesting that behaviors involving personal interaction outside of the professional relationship may be inappropriate between students and their supervisors. These particular items would warrant further review for inclusion in future questionnaires. Finally, it was very difficult to discern meaningful, descriptive statistical data for the questionnaire scores. In displaying mean data side-by-side with chi-square scores, there seem to be no patterns that are distinguishable between means that coincide with significant chi-square findings and those findings that were not statistically significant. This may be an indicator of problems with internal validity for the questionnaire.

Suggested Research Directions

Generally, speaking this study warrants some attention and could be substantially more useful upon replication. Future research may reduce some of the limitations discussed for this particular study fairly quickly, specifically in regard to enlarging and diversifying the sample for study. With appropriate samples in place, the postulations brought forth in this study might direct different conclusions. An added feature for study with a large sample would be the ability to refine the break down of demographic pairs to answer questions regarding very specific pairings for sex, race and age.

Additionally, with the use of focus groups the measuring instrument could be refined and enhanced for validity. Once validity is more strongly established for this survey

instrument it may have a much wider range of application for social work research. Replicated studies could be conducted to measure for mentorship available to a practicing student or employed social worker population. These types of follow up research would enable study of variables important in an educational environment for students and could serve as a measure of the supportive features of typical social work supervision in any agency setting.

Another approach to research that could be useful would involve revision of the survey instrument in a manner that would enable comparison for responses from the supervisory perspective. This approach could serve to highlight any significant differences in perception of the supervisor-supervisee relationship.

It may also be beneficial to consider any ways that students may be using the format of "partial role modeling"[2] to accomplish receiving needed mentoring. This is potentially a tool that students currently use enabling them to utilize several supervisory staff in a practice setting for purposes of developing proficiency in the profession of social work. These directions for research would appropriately serve to enrich the available empirical knowledge base for mentoring in social work.

---

[2]Bucher and Stelling, 29.

CHAPTER SIX

IMPLICATIONS FOR SOCIAL WORK PRACTICE

Early in the discussions that began this study, specific benefits were outlined for professional development as it was bounded by learning processes. Further, these learning processes have been deemed to be enhanced by the presence of more seasoned professionals who can provide models for behavior. It appears that the profession of social work has not kept abreast of developments. Other disciplines have found these types of models in the form of mentors to be invaluable in helping novice professionals adapt to and understand a range of concepts related to their new world of work. However, among some in the social work profession there does seem to be an opinion that the mentorship model may be beneficial and necessary. Statements have been made that new social worker may find themselves unprepared to assume responsibility for their acquired profession and will need the assistance socialization, intense one-on-one orientation, monitoring, modeling and mentoring.[1] Another opinion warns of the concerns that might exist for a new social worker, indicating the positive impact a more seasoned professional can have for the newcomer:

> Social work practitioners enter into their work with idealistic motivation. . . many students or workers are unprepared to operate with the secure sense of authority that the professional roles require. . .They may soon fall prey to the perceived hopelessness of these situations and these monumental social problems unless the teachers, supervisors and consultants are there to help them go on.[2]

---

[1]Judith W. Ross, "Clinical Supervision: Key to Effective Social Work," *Health and Social Work* 17, no. 2 (May 1992): 84.

[2]Roselle Kurland and Robert Salmon, "When Problems Seem Overwhelming: Emphases in teaching, Supervision and Consultation," *Social Work* 37, no. 3 (May 1992): 241.

If additional empirical study can be pursued specifically for the profession of social work utilizing the tenets of social learning theory, which is in reality the foundation of the mentoring and modeling concepts discussed here, the basis of the educational process for burgeoning professionals with be substantially reinforced. Indeed, the benefit of applying social learning tenets has been imbued with a capacity for guiding a comprehensive conceptual framework in social work at all levels of practice.[3] This idea was originally proposed to apply to client systems, but as social work has also approached supervision as practice, the profession could benefit by developing theory and concepts to guide this practice as with any other client system. As social learning does rely so heavily on modeling, and mentoring can be conceived as a natural development of this process, social work may want to consider applying structured social learning models in the form of mentoring programs as an enhancement for the student/field instructor relationship. This suggestion follows the idea that there are certain content aspects of social work that can only be taught through modeling. What is considered most effective in social work is so often based on a humanistic attitude and approach to the client. Kadushin posits that these types of concepts can only be learned through a "cathected identification with a supervisor who models such attitudes rather than through didactic teaching or discussion."[4] This type of modeling through mentoring can launch the self-efficacy effect that Bandura promotes and consequently instill a desire among new social workers to be more highly motivated to learn the profession, putting forth more effort in the face of obstacles than would be expected in another learning environment. Indeed, establishing efficacy is implied as a primary goal of educating social work students in a field practice setting.

---

[3]Thyer and Wodarski, 146.

[4]Kadushin, 156.

It is considered appropriate and critically necessary for a supervisor to provide understanding, theoretical knowledge, wisdom that experience brings to bear, to promote ethical and professional development and identification, to foster culturally sensitive social work practice and to provide leadership and encouragement for cross-cultural understanding, and to provide problem analysis, suggestions, encouragement and support to help maintain the unique social work perspective.[5] As suggested, from the onset of this study, these features of the supervisory function are commensurate with a mentoring role and would be expected to work to facilitate a positive learning environment.

In as much as the findings of this study can be used as an indicator of the absence of a mentor/protégé relationship between new social work professionals and their supervisors, they may be highlighting an incongruence between the reality of the experience and the expectations that this relationship is held to provide for students and practicing social workers under supervision. The power of these positive relationships cannot be understated in the value they can offer the profession for developing competence in new professionals. Proceeding to develop a better understanding of how the mentor/protege relationship exists and is being utilized within the social work profession may be a direction for research to take so an empirical foothold for program development can be founded.

---

[5]Ross, 84.

APPENDIX A

February 19, 1998

Dear Student,

As part of my Master's in Social Work program at Clark-Atlanta University I am conducting research regarding the nature of the professional relationship existing between supervisors and supervisees for practicing social work students. Understanding the quality of these relationships can help guide adult learning and education practices in the field of social work.

You are being asked to complete the enclosed questionnaire regarding this subject, as you have been identified by your school as currently participating in your block practicum following completion of your foundation coursework. In considering your answers, please feel comfortable to answer as completely and honestly as possible. Your responses will be analyzed as an aggregate, with reporting of results being made on a group level. Confidentiality will be assured and no agency names are to be involved. My research advisor, Dr. Gale Horton and myself are the only individuals that will have access to this data. All questionnaires will be destroyed one year following the completion of the study.

I hope you will be willing to help in this project but want to assure you that your participation is entirely voluntary. Please complete and return the questionnaire in the enclosed return addressed envelope by Friday February 27, 1998. You are welcome to ask questions regarding the study and your participation in it. You may reach me or Dr. Horton through Clark-Atlanta University at 404-880-8551. Again, I wish to remind you that your comments will remain strictly confidential. Thank you for your assistance and cooperation.

_____ Researcher _____ Date

Sarah S. Dailey

I voluntarily agree to complete this questionnaire and have had the opportunity to ask questions.

_____ Respondent _____ Date

APPENDIX B

Supervisor-Supervisee Questionnaire

Circle or fill in the blank as appropriate for your situation:

1. Your sex:
(1) Female (2) Male

2. Your supervisor's sex:
(1) Female (2) Male

3. Your age:

4. Your supervisor's age (or approximation):

5. Your race:
(1) African American (2) Caucasian (3) Latino (4) Asian (5) Native American (6) Other _____

6. Your supervisor's race:
(1) African American (2) Caucasian (3) Latino (4) Asian (5) Native American (6) Other _____

7. Current Practice Setting:
(1) Public Mental Health (2) Medical/Hospital (3) School (4)Economic Aid

(5) Family Services (6) Homeless/Crisis Shelter (7) Other _____

Answer each of the following questions by circling the response category that most describes how you feel about your relationship with your practicum supervisor:

1 = not at all
2 = to a slight extent
3 = to some extent
4 = to a large extent
5 = to a great extent

8. Supervisor has shared history of his/her career with you. 1 2 3 4 5

9. Supervisor has encouraged you to prepare for advancement. 1 2 3 4 5

Supervisor-Supervisee Questionnaire - page 2

Answer each of the following questions by circling the response category that most describes how you feel about your relationship with your practicum supervisor:

1 = not at all
2 = to a slight extent
3 = to some extent
4 = to a large extent
5 = to a great extent

10. Supervisor has encouraged me to try new ways to do my job.	1	2	3	4	5
11. I try to imitate the work behavior of my supervisor.	1	2	3	4	5
12. I agree with my supervisor's attitudes and values regarding continued education.	1	2	3	4	5
13. I respect and admire my supervisor.	1	2	3	4	5
14. I will try to be like my supervisor when I reach a similar position in my career.	1	2	3	4	5
15. My supervisor has demonstrated good listening skills in our conversations.	1	2	3	4	5
16. My supervisor has discussed my questions or concerns regarding feelings of competence, commitment to advancement, relationships with peers and or work/family conflict.	1	2	3	4	5
17. My supervisor has shared personal experiences as an alternative perspective to my problems.	1	2	3	4	5
18. My supervisor has encouraged me to talk openly about anxiety and fears that detract from my work.	1	2	3	4	5
19. My supervisor has conveyed empathy for the concerns and feelings I have discussed with him/her.	1	2	3	4	5
20. My supervisor has kept feelings and doubts I shared with him/her in strict confidence.	1	2	3	4	5
21. My supervisor has conveyed feelings of respect for me as an individual.	1	2	3	4	5

Supervisor-Supervisee Questionnaire - page 3

Answer each of the following questions by circling the response category that most describes how you feel about your relationship with your practicum supervisor:

1 = not at all
2 = to a slight extent
3 = to some extent
4 = to a large extent
5 = to a great extent

22. Supervisor helped you finish assignments/tasks or meet deadlines that otherwise would have been difficult to complete.	1	2	3	4	5
23. Supervisor helped you meet new colleagues.	1	2	3	4	5
24. Supervisor gave you assignments that increased written and personal contact with administrators.	1	2	3	4	5
25. Supervisor gave you assignments or tasks in your work that prepare you for an administrative position.	1	2	3	4	5
26. Supervisor gave you assignments that present opportunities to learn new skills.	1	2	3	4	5
27. Supervisor provided you with support and feedback regarding your performance as a social worker.	1	2	3	4	5
28. Supervisor suggested specific strategies for achieving your career goals.	1	2	3	4	5
29. Supervisor shared ideas with you.	1	2	3	4	5
30. Supervisor suggested specific strategies for accomplishing work objectives.	1	2	3	4	5
31. My supervisor has invited me to join him./her for lunch.	1	2	3	4	5
32. My supervisor has asked me for suggestions concerning problems he/she has encountered at the agency or school	1	2	3	4	5
33. My supervisor has interacted with me socially outside of work.	1	2	3	4	5

Supervisor-Supervisee Questionnaire - page 4

Answer each of the following questions by circling the response category that most describes how you feel about your relationship with your practicum supervisor:

34. Supervisor has spoken highly of your skills and activities.	1	2	3	4	5
35. Supervisor has taken blame or credit in controversial situations.	1	2	3	4	5

Thank you for participating in this survey. Please feel free to add any comments that you would like in the space below.

APPENDIX C

Auxiliary Data Table

	$\chi 2$	*df*	frequency	percent	mean	median	range
1. respondent's sex							
female	n/a	n/a	25	80.6	n/a	n/a	n/a
male	n/a	n/a	6	19.4	n/a	n/a	n/a
Total			31	100			
2. supervisor's sex							
female	n/a	n/a	25	80.6	n/a	n/a	n/a
male	n/a	n/a	6	19.4	n/a	n/a	n/a
Total			31	100			
3. respondent's age					28.1	27	25
21	n/a	n/a	1	3.2			
22	n/a	n/a	1	3.2			
23	n/a	n/a	2	6.5			
24	n/a	n/a	3	9.7			
25	n/a	n/a	4	12.9			
26	n/a	n/a	2	3.2			
27	n/a	n/a	3	9.7			
28	n/a	n/a	3	9.7			
29	n/a	n/a	3	9.7			
30	n/a	n/a	2	6.5			
31	n/a	n/a	2	6.5			
32	n/a	n/a	1	3.2			
33	n/a	n/a	1	3.2			
35	n/a	n/a	1	3.2			
38	n/a	n/a	1	3.2			
46	n/a	n/a	1	3.2			
Total			31	100			

Auxiliary Data Table - page 2

	$\chi 2$	*df*	frequency	percent	mean	median	range
4. supervisor's age					41.4	41	22
28	s	n/a	1	3.2			
33	n/a	n/a	1	3.2			
35	n/a	n/a	6	19.4			
38	n/a	n/a	1	3.2			
40	n/a	n/a	5	16.1			
41	n/a	n/a	2	6.5			
42	n/a	n/a	3	9.7			
44	n/a	n/a	2	6.5			
45	n/a	n/a	3	9.7			
47	n/a	n/a	1	3.2			
48	n/a	n/a	1	3.2			
49	n/a	n/a	1	3.2			
50	n/a	n/a	4	12.9			
Total			31	100			
5. respondent's race					n/a	n/a	n/a
African-American	n/a	n/a	19	61.3			
Caucasian	n/a	n/a	12	38.7			
Latino	n/a	n/a	0	0			
Asian	n/a	n/a	0	0			
Native American	n/a	n/a	0	0			
other	n/a	n/a	0	0			
Total			31	100			
6. supervisor's race					n/a	n/a	n/a
African-American	n/a	n/a	18	58.1			
Caucasian	n/a	n/a	12	38.7			
Latino	n/a	n/a	1	3.2			
Asian	n/a	n/a	0	0			
Native American	n/a	n/a	0	0			
other	n/a	n/a	0	0			
Total			31	100			
7. practice setting					n/a	n/a	n/a
public mental health	n/a	n/a	7	22.6			
medical/hospital	n/a	n/a	5	16.1			
school	n/a	n/a	3	9.7			
economic aid	n/a	n/a	1	3.2			
family services	n/a	n/a	7	22.6			
Total			31	100			

Auxiliary Data Table - page 3

	$\chi 2$	*df*	frequency	percent	mean	median	range
Q8.	5.77	3	n/a	n/a	3.87	4	3
Q9.	10.77	4	n/a	n/a	3.81	4	4
Q11.	4.32	4	n/a	n/a	3.13	3	4
Q12.	11.71	3	n/a	n/a	3.94	3	3
Q13.	8.10	3	n/a	n/a	4.03	4	3
Q14.	7.23	4	n/a	n/a	3.32	4	4
Q15.	31.42	4	n/a	n/a	4.26	5	4
Q16.	6.58	4	n/a	n/a	3.61	4	4
Q17.	5.61	4	n/a	n/a	3.23	3	4
Q18.	10.77	4	n/a	n/a	3.55	4	4
Q19.	16.42	5	n/a	n/a	3.68	4	5
Q20.	19.81	4	n/a	n/a	4.03	4	5
Q22.	8.68	5	n/a	n/a	3.26	3	5
Q23.	15.61	4	n/a	n/a	3.9	4	5
Q24.	5.94	4	n/a	n/a	3.52	4	4
Q25.	2.39	4	n/a	n/a	3.03	3	4
Q26.	17.87	4	n/a	n/a	4.03	4	4
Q28.	3.68	4	n/a	n/a	3.45	4	4
Q29.	26.58	4	n/a	n/a	4.03	4	4
Q30.	17.23	4	n/a	n/a	3.94	4	4
Q31.	3.68	4	n/a	n/a	3.39	4	4
Q33.	23.48	2	n/a	n/a	1.55	1	4
Q35.	13.71	5	n/a	n/a	2.29	2	5

p = .05

BIBLIOGRAPHY

Abrahamson, Arthur C. *Group Methods in Supervision and Staff Development*. New York: Harper and Brothers Publishers, 1959.

Bandura, Albert. "Modeling Theory: Some Traditions, Trends and Disputes." In *Recent Trends in Social Learning Theory*, ed. Ross D. Parke, 35-61. New York: Academic Press, Inc., 1972.

Berger, Raymond M. "Getting Published: A Mentoring Program for Social Work Faculty." *Social Work* 35 (1990): 69-71.

Bertcher, Harvey J. *Staff Development in Human Services Organizations*. Englewood Cliffs: Prentice Hall, 1988.

Brim, Orville G. and Stanton Wheeler. *Socialization after Childhood: Two Essays*. New York: John Wiley and Sons, 1966.

Bucher, Rue and Joan G. Stelling. *Becoming Professional*. Beverly Hills: Sage Publications, 1977.

Chao, Georgia T., Anne M. O'Leary-Kelly, Samantha Wolf, Howard J. Klein, and Philip D. Gardner, "Organizational Socialization: Its Content and Consequences." *Journal of Applied Psychology* 79 (1994): 730-743.

Cohen, Norman. *Mentoring Adult Learners*. Malabar, Fl.: Krieger Publisher Company, 1995.

Collins, Pauline M., Hugo A. Kamya and Robbie W. Tourse. "Questions of Racial Diversity and Mentorship: An Empirical Exploration." *Social Work* 42 (March 1997): 145-150.

Daloz, Laurent. *Effective Teaching and Mentoring*. San Francisco: Jossey-Bass Publishers, 1987.

Dansky, Kathryn H. "The Effect of Group Mentoring on Career Outcomes." *Group and Organization Management* 21 (1996): 5-21.

Daresh, John C. "Formation: the Missing Ingredient in Administrator Preparation." *NASSP Bulletin* 74 (May 1990): 1-5.

Evans, Richard, ed. *Discussions with Notable Contributors to Psychology Series: Albert Bandura, Parts I and II.* Directed by Brian Huberman and Philip R. Davis . 56 min. The Pennsylvania State University, 1988. Videocassettes.

Good, Thomas L. and Jere E. Brophy, eds. *Educational Psychology: A Realistic Approach*, 2d ed. New York: Holt, Rinehart and Winston, 1980.

Green, Stephen G. and Talya N. Bauer. "Supervisory Mentoring by Advisors: Relationships with Doctoral Student Potential, Productivity, and Commitment." *Personnel Psychology* 48 (1995): 537-561.

Hale, Mary M. "Mentoring Women in Organizations: Practice in Search of Theory." *American Review of Public Administration* 25 (1995): 327-339.

Jehu, Derek. *Learning Theory and Social Work.* London: Routledge and Kegan Paul, 1967.

Kadushin, Alfred. *Supervision in Social Work*, 3d ed. New York: Columbia University Press, 1992.

Kelly, William N. and Mark A. Randolph. *Careers in Clinical Research: Obstacles and Opportunities.* Washington: National Academy Press, 1994.

Kerry, Trevor and Ann Shelton Mayes, eds. *Issues in Mentoring.* London: Routledge, 1995.

Kram, Kathy. *Mentoring at Work: Developmental Relations in Organizational Life.* Glenview: Scott, Foresman, 1985.

Kurland, Roselle and Robert Salmon. "When Problems Seem Overwhelming: Emphases in Teaching, Supervision and Consultation." *Social Work* 37, no. 3 (May 1992): 240-244.

Loeb, Marshall. "The New Mentoring," *Fortune*, 17 November 1995, 213.

Maack, Mary N. and Joanne E. Passet. *Aspirations and Mentoring in an Academic Environment.* Westport, CT.: Greenwood Press, 1994.

Merriam, Sharan. "Mentors and Proteges: A Critical Review of the Literature." *Adult Education Quarterly* 33, no. 3 (1983): 161-173.

Miller, Neal E. and John Dollard. *Social Learning and Imitation.* New Haven, CT.: Yale University Press, 1941.

Morrison, Elizabeth Wolfe. "Longitudinal Study of the Effects of Information Seeking on Newcomer Socialization." *Journal of Applied Psychology* 78, no. 2 (1993): 173-183.

Noe, Raymond A. "An Investigation of the Determinants of Successful Assigned Mentoring Relationships." *Personnel Psychology* 41 (1988): 457-479.

Orpen, Christopher. "The Effects of Mentoring on Employees' Career Success." *The Journal of Social Psychology* 135, no. 5 (1995): 667-668.

Ross, Judith W. "Clinical Supervision: Key to Effective Social Work." Health and Social Work 17, no. 2 (May 1992): 83-85.

Saks, Alan M. "The Relationship between the Amount of Helpfulness of Entry Training and Work Outcomes." *Human Relations* 49, no. 4 (1996): 429-451.

Schein, Edgar H. *Organizational Culture and Leadership.* San Francisco: Jossey-Bass Publishers, 1985.

Schulman, Lawrence. *Interactional Supervision.* Washington: NASW Press, 1993.

Shani, A. B. (Rami) and James B. Lau. *Behavior in Organizations: An Experiential Approach.* Chicago: Irwin, 1996.

Taibbi, Robert. "Supervisors as Mentors." *Social Work* (May/June 1983): 237-238.

Thyer, Bruce and John Wodarski. "Social Learning Theory: Toward a Comprehensive Conceptual Framework for Social Work Education." *Social Service Review* 64 (March 1990): 144-152.

York, Reginald O., H. Carl Henley, and Dorothy N. Gamble. "The Power of Positive Mentors: Variables Associated with Women's Interest in Social Work Administration." *Journal of Social Work Education* 24, no. 3 (1988): 242-250.